



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Critical Thinking | | | | |
| Module Code | UZRSTQ-15-1 | Level | 1 | Version | 1 |
| Owning Faculty | Health and Applied Sciences | Field | Philosophy | | |
| Contributes towards | BA (Hons) Sociology, BSc (Hons) Psychology, BA(Hons) Philosophy, BA (Hons) Politics and International Relations, BA (Hons) Criminology | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | n/a | |
| Valid From | September 2014 | | Valid to | September 2014 | |

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| CAP Approval Date | 28/03/2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • an understanding of key aspects of their discipline, including acquisition of coherent and detailed knowledge as it relates to critical thinking (Component A) • an ability to deploy accurately established techniques of critical analysis, argument, and enquiry (Component A) • an appreciation of the uncertainty, ambiguity and limits of knowledge (Component A) • an ability to deploy critical thinking to reflect on and assess aspects of their own beliefs and assumptions (Component A) • an ability to communicate using structured and coherent arguments (Component A) |
| Syllabus Outline | <p>Students will have the opportunity to engage with critical thinking at a number of levels (see below) – each of which might receive different emphasis from different disciplines. For example, they may have the opportunity to learn about:</p> <ol style="list-style-type: none"> 1. Key skills – necessary both for academic and broader achievement. The capacity for ethical reflection; conceptual analysis; logical argument; using and exposing abuse |

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| | <p>of statistics; critique; normative reasoning; self-reflection etc.</p> <p>2. Critical engagement with the world outside academia as a source of information, and as a realm of problematic issues to be engaged with.</p> <p>3. Becoming aware of the potential role of academia and knowledge creation in creating and perpetuating irrationality and injustice and of the role of academia as an agent of positive change through reflection on its relations to wider institutions and social and natural systems.</p> <p>These areas of critical thinking will arise in the context of exploring substantive topics that may include:</p> <ol style="list-style-type: none"> 1. A history of critical thinking 2. Analysing the concept of 'critical' 3. What counts as thinking? 4. Knowledge and power 5. Inequalities 6. Ethical reflection 7. Discourse and deconstruction 8. Logical, and fallacious arguments 9. Critical and normative reasoning 10. Stereotypes, persuaders, ideology and oppression 11. Taking part in social change 12. Academia as critical space |
| <p>Contact Hours</p> | <p>Students will typically expect a total of 36 hours of contact time. Contact time will comprise of a mixed model of instruction that will include lectures and/or seminar sessions together with a range of other activities.</p> <p>Contact time will be blended between in-class sessions and online sessions delivered within a virtual learning environment (e.g., asynchronous discussions, virtual classrooms, etc.)</p> <p>For one-third of the total contact time, students will engage with a menu of inter/multi-disciplinary learning opportunities.</p> |
| <p>Teaching and Learning Methods</p> | <p>Scheduled learning may include lectures, seminars, tutorials, symposia, round table discussions, online events, external speakers, conference presentations, film screenings etc.</p> <p>Inter and multi-disciplinary events will make a range of traditions in critical thinking available for students to engage with.</p> <p>Subject based lectures will tie the theme of critical thinking to the students chosen discipline.</p> <p>Tutorial/workshop activities will enable students to work with critical thinking tools to examine specific topics and their own thoughts, beliefs and assumptions.</p> <p>Independent learning includes hours engaged with reflecting on work in class/events and how it relates to chosen topics or their own thoughts, beliefs and assumptions. Time for independent learning will also be devoted to engaging with essential reading, assignment preparation and completion.</p> |
| <p>Key Information Sets Information</p> | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> |

| Key Information Set - Module data | | | | |
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| Number of credits for this module | | | | 15 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 150 | 36 | 114 | 0 | 150 |

The table below indicates as a percentage the total assessment of the module

| Total assessment of the module: | |
|---------------------------------|------|
| Portfolio | 100% |
| | 100% |

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

As part of the research, students will be expected to read and reference widely. Student learning will be supported through 'Blackboard' - the University's E learning space. Copies of recommended text books, scientific papers and relevant magazines are available through the library.

Indicative Reading List

Bowell, T. and Kemp, G. (2010) *Critical Thinking: a Concise Guide*. London: Routledge.

Cottrell, S. (2005) *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan.

Goleman, D. (2006) *Social Intelligence: the new science of human relationships*. New York: Bantam Books

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| | <p>McMillan, K. and J. Weyers (2013) <i>How to Improve your Critical Thinking & Reflective Skills</i>. Prentice Hall.</p> <p>Reason P and H Bradbury (2000) <i>The Handbook of Action Research</i>. London: Sage,</p> <p>Smith, P. (2003) <i>An Introduction to Formal Logic</i>. Cambridge: Cambridge University Press.</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>The assessment is in the form of a portfolio.</p> <p>Students must provide evidence of knowledge and capacity to apply critical thinking skills appropriate to their own discipline.</p> <p>They must also provide evidence that their thinking has developed in relation to a specified topic, or some aspect of their own beliefs or assumptions – as a consequence of the application of critical thinking.</p> <p>Such evidence may be made up of a range and number of components. This might include conventional essay writing – and/or online activities such as blogging for example.</p> <p>The portfolio provides flexibility and scope for such a range of evidence of learning.</p> |

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| Identify final assessment component and element | | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100 | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Portfolio | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| N/A | | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Portfolio | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| N/A | | |
| <p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> | | |